

	<b>Exceeding</b>	<b>Meeting</b>	<b>Approaching</b>	<b>Emerging</b>	<b>Missing</b>
<b>Unit Goal</b>	<p><i>In addition, the unit goal may do the following:</i></p> <ul style="list-style-type: none"> <li>-cite the specific content and literacy standards</li> <li>-written concisely and precisely</li> <li>-use the literacy standards to make the instruction of a content standard more rigorous</li> </ul>	<ul style="list-style-type: none"> <li>-clearly derived from priority content and literacy standards</li> <li>-written in student-friendly language</li> <li>-written from the student perspective</li> <li>-drives essential questions and learning targets</li> <li>-culminates learning at the highest level of DOK outlined in the content and literacy standards addressed <u>and</u> standards selected should require a high level of DOK</li> </ul>	<ul style="list-style-type: none"> <li>-based on content standards</li> <li>-may be incomprehensible to students and it is unclear that students will be supported in the terminology to understand the goal</li> <li>-written in the third person (ex. Students will be able to...)</li> <li>-used to develop some of the essential questions and learning targets</li> <li>-culminates learning at the highest level of DOK outlined in the content and literacy standards addressed, but low-level DOK standards are prioritized</li> </ul>	<ul style="list-style-type: none"> <li>-does not come from the content or literacy standards</li> <li>-was unclear to the reviewer</li> <li>-perspective of goal changes throughout description (ex. I, you, and students used)</li> <li>-does not drive essential questions and learning targets (they do not align)</li> <li>-does not result in learning at the appropriate level of DOK outlined by the standards</li> </ul>	<ul style="list-style-type: none"> <li>-unit design did not include a unit goal</li> </ul>
<b>Essential Questions</b>	<p><i>In addition, the essential questions may do the following:</i></p> <ul style="list-style-type: none"> <li>-require students to think beyond the content being explicitly taught (discussion of themes/concepts)</li> <li>-include personally relevant or interesting questions for our students</li> <li>-cite the questions from the framework (when possible)</li> </ul>	<ul style="list-style-type: none"> <li>- linked back to the unit goal</li> <li>- used to form learning targets</li> <li>- used to form assessment tasks (what would acceptable answers to the questions actually look like?)</li> <li>- derived from standards</li> <li>-one question per learning target</li> <li>-concise and explicit</li> </ul>	<ul style="list-style-type: none"> <li>-some, but not all are aligned to the unit goal</li> <li>-some, but not all are used to create learning targets</li> <li>-questions are only tangentially addressed in the assessment tasks</li> <li>-some are derived from the standards</li> <li>-a question is not listed for each learning target</li> <li>-questions need to be made more concise</li> </ul>	<ul style="list-style-type: none"> <li>-not aligned to the unit goal</li> <li>-not used to form learning targets</li> <li>-questions are not addressed in assessment tasks</li> <li>-none are derived from the standards</li> <li>-unable to determine how the questions align to the learning targets</li> <li>-questions need to be made more clear</li> </ul>	<ul style="list-style-type: none"> <li>-unit design did not include essential questions</li> </ul>
<b>Learning Targets</b>	<p><i>In addition, the learning targets may do the following:</i></p> <ul style="list-style-type: none"> <li>-cite the specific content and literacy standards</li> </ul>	<ul style="list-style-type: none"> <li>-standards-based</li> <li>-consistently contains knowledge statements (“I Know”)</li> <li>-consistently contains skills statements (“I can”)</li> <li>-appropriate DOK verb used</li> <li>-“I can” includes standards of practice and/or literacy standards</li> <li>-alignment of “I know” and “I can”</li> <li>-measurable</li> <li>-progression of rigor</li> </ul>	<ul style="list-style-type: none"> <li>-some are standards-based</li> <li>-some knowledge statements are included</li> <li>-some skill statements are included</li> <li>-appropriate level of DOK verb is not used on some of the learning targets (see designs for notes)</li> <li>-“I can” statements do not intentionally include standards of practice or literacy standards (looking for evidence of teaching the literacy standards or standards of practice in some way)</li> <li>- some of the “I know” and “I can” statements do not align</li> <li>-some are measurable</li> <li>-some amount to no progression of rigor</li> </ul>	<ul style="list-style-type: none"> <li>-majority are not standards-based</li> <li>-does not include what students need to know</li> <li>-does not include what students need to be able to do</li> <li>-appropriate level of DOK verb is not used for learning targets</li> <li>-“I can” statements do not include standards of practice or literacy standards</li> <li>-“I know” and “I can” statements do not align</li> <li>-not measurable</li> <li>-do not progress in rigor</li> </ul>	<ul style="list-style-type: none"> <li>-unit design did not include learning targets</li> </ul>

<b>Formative Assessments</b>	<i>In addition, the formative assessments submitted may do the following:</i> -include multiple FAs per LT -include multiple versions of FAs -include varying ways to demonstrate mastery -make connections to LTs from other units	-each FA is aligned with an LT -format mirrors summative assessment -explicit criteria for mastery identified -shows levels of mastery	-some LTs do not have a formative assessment or formative assessments do not measure learning targets -format sometimes mirrors summative assessment -criteria for mastery may be unclear or assess beyond the confines of the LT addressed -some will show levels of mastery	-not all learning targets have a FA or all FAs do not measure learning targets -format does not mirror summative assessment -no criteria for mastery are identified or criteria has nothing to do with the LT -do not show levels of mastery	-unit design did not include any plans for formative assessments
<b>Summative Assessments</b>	<i>In addition, the summative assessments submitted may do the following:</i> -include varying ways to demonstrate mastery -make connections to LTs from other units -include a performance task aligned to CAASPP -demonstrate mastery in all LTs -include multiple versions of summative	-rubric/criteria for degrees of mastery included -reflects the answer to essential questions -demonstrates mastery in multiple LTs -Real-world application -compilation of both content and skills	-rubric/criteria for mastery do not align to the LTs -some of the essential questions are addressed -many LTs are assessed in the summative assessment, but should include additional as they are pertinent to assess -could be adapted to improve its real-world application -only assesses a compilation of content standards	-rubric/criteria for mastery are not included -essential questions are not answered in the summative assessment -only a few of the LTs are assessed in the summative assessment -need to change in order to make it more applicable to the real-world -does not assess a multitude of standards	-unit design did not include any plans for at least one summative assessment

**Data sheets were submitted:** Yes or No

**Data sheets include all the learning targets from the unit:** Yes or No

**Data sheets can be easily used to identify students for intervention and enrichment:** Yes or No